

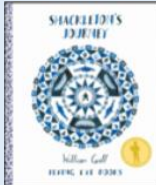


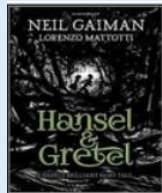




Castleway Primary School Year 6 Curriculum Long Term Plan

English	<p>Fiction Genre : Diary</p> <p>Purpose: to recount</p> <p>Non-fiction Genre: Bravery speech</p> <p>Purpose: To recount and inform</p>	<p>Fiction Genre: Flashback narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Newspaper report</p> <p>Purpose: To recount</p>	<p>Fiction Genre: Endurance narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Magazine Article</p> <p>Purpose: To recount and inform</p>	<p>Recount: Suspense narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Balance argument</p> <p>Purpose: To discuss</p>	<p>Fiction Genre: Discovery narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Adaptation</p> <p>Purpose: To explain</p>	<p>Fiction Genre: Duel narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Letter</p> <p>Purpose: To persuade</p>
	<p>Quality text: Rose Blanche</p> 	<p>Quality text: A story like the wind</p> 	<p>Quality text: Shackleton's Journey</p> 	<p>Quality text: Wolves</p> 	<p>Quality text: The origin of the species</p> 	<p>Quality text: Hansel and Gretel</p> 
Book study	Freedom		The Wolf Wilder		Goodnight Mr. Tom	
Mathematics	<p>Place value, addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • Add and subtract whole numbers. • Multiply up to 4-digit by 1-digit number. • Short division. • Division using factors. • Long division • Common factors. • Common multiples. • Primes. • Squares and cubes. • Order of operations. • Mental calculations and estimation. • Reasoning from known facts. 	<p>Fractions</p> <ul style="list-style-type: none"> • Simplify fractions. • Fractions on a number line. • Compare & order (denominator). • Compare & order (numerator) • Add & subtract fractions. • Adding fractions. • Subtracting fractions. • Mixed addition and subtraction. • Multiply fractions by integers. • Multiply fractions by fractions. • Divide fractions by integers • Four rules with fractions. • Fraction of an amount. 	<p>Decimals</p> <ul style="list-style-type: none"> • Three decimal places. • Multiply by 10, 100 and 1,000. • Divide by 10, 100 and 1,000. • Multiply decimals by integers. • Divide decimals by integers. • Division to solve problems. • Decimals as fractions. • Fractions to decimals <p>Percentages</p> <ul style="list-style-type: none"> • Fractions to percentages. • Equivalent FDP. • Percentage of an amount • Percentages – missing values. • Percentage increase and decrease. • Order FDP <p>Algebra</p>	<p>Measurement – converting units</p> <ul style="list-style-type: none"> • Metric measures. • Convert metric measures. • Calculate with metric measures. • Miles and kilometres. • Imperial measures. <p>Perimeter, Volume And Area</p> <ul style="list-style-type: none"> • Shapes – same area. • Area and perimeter. • Area of a triangle • Area of a parallelogram. • Volume – counting cubes. • Volume of a cuboid. <p>Ratio</p> <ul style="list-style-type: none"> • Use ratio language. • Ratio and fractions. • Introducing the ratio symbol. 	<p>Properties of shape</p> <ul style="list-style-type: none"> • Measure with a protractor. • Introduce angles. • Calculate angles. • Vertically opposite angles. • Angles in a triangle. • Angles in a triangle – special cases. • Angles in a triangle – missing angles. • Angles in special quadrilaterals. • Angles in regular polygons. • Draw shapes accurately. • Nets of 3D shapes. <p>consolidation</p>	<p>Problem solving, investigations and preparation for KS 3</p>



			<ul style="list-style-type: none"> • Finding the whole. <p>Geometry – position and direction</p> <ul style="list-style-type: none"> • Coordinates in the first quadrant. • Coordinate in four quadrants. • Translations. • Reflections. 	<ul style="list-style-type: none"> • Find a rule – one step. • Find a rule – two step. • Use an algebraic rule. • Substitution. • Formulae. • Word problems. • Solve simple 1 step equations. • Solve two step equations. • Find pairs of values. • Enumerate possibilities. 	<ul style="list-style-type: none"> • Calculating ratio. • Using scale factors. • Calculating scale factors. • Ratio and proportion problems. <p>Statistics</p> <ul style="list-style-type: none"> • Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Circles. • Read and interpret pie charts. • Pie charts with percentages. • Draw pie charts. • The mean. 		
Main Project		Maafa		Frozen Kingdom		Britain at War	
Mini project	Science	Animals including humans		Electricity		light	Evolution and Inheritance
	Art	Tints, Tones and shades	Trailblazers, Barrier Breakers	Inuit	Environmental Artists	Distortion and Abstraction	Bees, Beetles and Butterflies
	DT	Food for Life		Engineer		Make Do and Mend	
	Geog	Our Changing World		Covered in main project		Geography revision and retrieval practice	
Computing & ICT		6.1 Online Safety and how data is stored	6.6 Creating a website with html	6.4 Game creation (Scratch)	6.2 Creating an advert / trailer (iMovie - iPads)	6.3 Advanced Spreadsheets - Excel	6.5 Kodu Unit 2
		Building from: 5. 1 Computer Networks and Online Safety	Building from: 5.6 Podcasting	Building from: 5.4 Creating music using code (Scratch)	Building from: 5.2 3D Modelling (Sketchup)	Building from: 5.3 Introduction to Spreadsheets – Excel	Building from: 5.5 Kodu Unit

Music	Happy Style: Pop/Motown Topic and cross-curricular links: What makes us happy? Video/project with musical examples	Jazz and Improvisation Style: Jazz, Latin, Blues Topic and cross-curricular links: History of music - Jazz in its historical context.	Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross-curricular links: www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra.	You've Got A Friend Style: The Music of Carole King Topic and cross-curricular links: Her importance as a female composer in the world of popular music.	Music and Me Style: Contemporary, music and identity Topic and cross-curricular links: Celebrating the role of women in the music industry	Reflect, Rewind and Replay Style: Western Classical Music and personal choice from Year 6 Topic and cross-curricular links: Thinking about the history of music in context, listen to some Western Classical music and place the music from the units in their correct time and space.
MFL Spanish	Using a variety of activities, phonics is taught starting with the vowels. Numbers 1-10 and are learnt in conjunction with asking and giving their age . Other key phonic sounds are taught through rhyming stories, sing songs, practising tongue twisters with further opportunities to make the sound-written link by listening to words and anticipating their spelling. They will learn nouns (pencil case items) and be aware of gender through colour coding. The verb forms 'tengo – I have', 'es – it is' will be used.		The theme is animals and colours . The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of animal nouns and colours . The key verbs 'es' (he/she/it is), 'son' (they are), hay (there is/are) are introduced and there is an introduction to 'también' (also/too/as well), 'pero' (but) .		Pupils are asked to retell a familiar story – The Very Hungry Caterpillar – in Spanish, reviewing vocabulary as well as an introduction to new words – days of the week, fruits, foods . Activities developing memory and practising pronunciation, will lead pupils to retelling the story in one of a variety of verbal ways – with pictures, video, or with video and subtitles creating a successful outcome for all.	
Religious Education	Judaism	My Christmas	Promises and choices	Making Choices/Community		Memories
CPHSE	Being me Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-mode	Celebrating difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as a conflict, difference as a celebration Empathy	Dreams and goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Physical Education and wellbeing	Fundamental Movement skills <ul style="list-style-type: none"> There are twelve basic fundamental movement skills considered to be building blocks for movement. The twelve fundamental movement 	OAA <ul style="list-style-type: none"> Develop communication skills in terms of speaking and listening Work as a group to overcome a challenge Review how well the group performed the task and outline ways to work more effectively to complete future tasks 	Dance <ul style="list-style-type: none"> Perform with an awareness of both partner and group dances perform with clear dynamics and precise footwork use a variety of ways to work in a small group develop movement using different relationships 	Striking and Fielding <ul style="list-style-type: none"> strike a bowled ball in an intended direction, into space; stop a ball using a range of techniques, including the long-barrier technique; understand the active role of a fielder and know how to 'attack the ball'; play cooperatively with teammates; making 	Invasion Games <ul style="list-style-type: none"> lead and take part in warm-ups and cool-downs safely and effectively; move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction; 	Athletics <ul style="list-style-type: none"> demonstrate some stamina in order to maintain a sustained run; show some control, coordination and power when performing the standing vertical jump and measure the height jumped with support; follow step-by-step instructions and copy a

	skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike.	<ul style="list-style-type: none"> • Play competitive games. • They should enjoy communicating, collaborating and competing with each other. • Compare performances with previous ones to achieve and demonstrate improvement 	<ul style="list-style-type: none"> • lead appropriate “warming-up” exercises • view short pieces of professional work in order to comment upon the use of props to create music. 	<p>decisions when to run for points and when to not;</p> <ul style="list-style-type: none"> • choose and use a range of simple tactics and strategies when striking and fielding 	<ul style="list-style-type: none"> • pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy; • link dribbling and passing skills together with success and fluency; • use space well to pass and receive a ball; • follow complicated rules to play a new game successfully; • create a new game to include certain criteria and explain it to others successfully; • begin to choose and apply appropriate skills and techniques for attacking and defending in a range of invasion games; • evaluate their own and others’ work, suggesting appropriate improvements. 	<p>range of throwing techniques with some accuracy;</p> <ul style="list-style-type: none"> • develop their ability to throw for both distance and accuracy; • compete against self and others and demonstrate some improvements to achieve their personal best; • Recognise when a skill or technique has not been performed effectively and begin to suggest ways to improve.
Sports	Football	Hockey				